

OCCUPATIONAL HEALTH AND SAFETY



PURPOSE

To evaluate the chapter's activities in the promotion of good health and safety habits in the shop, laboratory and on the job.

First, refer to General Regulations, Page 9.

CLOTHING REQUIREMENT (INTERVIEW)

For men: Official red blazer, windbreaker-style jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie from Midwest Trophy; black socks and black shoes.

For women: Official red blazer, windbreaker-style jacket or sweater; black dress slacks or skirt with businesslike white, collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer; black sheer or skin-tone hose and black shoes. To purchase official clothing, contact Midwest Trophy Manufacturing Co. Inc. by calling 800-324-5996 or order online at: www.mtmrecognition.com/skillsusa/.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

EQUIPMENT AND MATERIALS

One-page, typewritten résumé supplied by the contestant

ELIGIBILITY

All state first-place winners may be entered in national competition. Each state may enter one high school single- and one multi-section entry and one college/postsecondary single- and one multi-section entry (see "Contest Guidelines" for more details).

Deadline

The safety entry will be brought to the National Leadership and Skills Conference (NLSC) and submitted to the national Occupational Health and Safety technical committee on the Tuesday immediately prior to the SkillsUSA Championships.

Exhibit of Entries

Safety entries will be displayed in a secure area following the judging. Observers will be allowed to view them at designated times during the conference.

Pickup of Entries

Safety entries must be picked up by 4 p.m. or immediately after the debriefing meeting on Thursday by the student(s) or the advisor. They will not be released to an unauthorized person.

All winning chapters are encouraged to send their notebooks by Aug. 1 to the National Safety Council for consideration of their national award. Send with a letter requesting entry into the NSC Youth Safety Awards Program to:

Youth Safety Specialist
National Safety Council
1121 Spring Lake Drive
Itasca, IL 60143

SCOPE OF THE CONTEST

Knowledge Performance

There is no written knowledge exam for this contest.

Skill Performance

The contest will consist of an evaluation of a chapter's safety activities as presented in the official SkillsUSA scrapbook.

Contest Guidelines

1. Awards will be presented in two categories: single and multiple chapter. (Note: A school may enter both categories of competition. All activities documented in the entry must reflect only the efforts of the students and advisor(s) of those section(s). You may not take credit for school functions or projects conducted outside of SkillsUSA sponsorship.)
 - a. Single chapter refers to a SkillsUSA chapter that represents one occupational area regardless of the number of members. Multiple-teacher departments with the same vocational classification will be recognized as a single chapter. (For example, a three-teacher cosmetology department would be entered as a single chapter; an Auto Service Technology I and Auto Service Technology II program would be a single chapter.) All cooperative programs

- in a school will be considered one chapter.
 - b. Multiple chapter refers to an entry that represents more than one occupational program.
 - c. A single or multiple chapter must complete all categories in the contest.
2. The entry will:
- a. Contain verification, proof or evidence of the activities represented. All articles and materials must be dated.
 - b. Be an official SkillsUSA scrapbook from the SkillsUSA Merchandise Catalog.
Note: Different pages may be substituted for pages supplied in the official SkillsUSA scrapbook, or the pages may be covered; however, both front and back covers must be used without alteration. Ten points will be deducted for alteration.
 - d. The entry will contain no more than 75 sheets of paper the size of the official SkillsUSA scrapbook paper. Both surfaces of the 75 sheets may be filled for a maximum of 150 surfaces.
 - e. Penalty: Five points per surface (10 points per sheet of paper) will be deducted for exceeding these maximums.
Note: A surface is only that material which can be pasted or glued to the basic scrapbook paper. Any pockets, fold-out pages, multiple pages or similar features will count as additional surfaces and will be subject to penalty, except where specifically stated otherwise. Pages may be plasticized without affecting the scores.
3. The contest will consist of four health and/or safety projects conducted by a special Health and Safety Committee. The projects may involve only one occupational training area or multiple occupational training areas. The projects will be presented in an official SkillsUSA scrapbook available from the SkillsUSA Merchandise Catalog. A 20-point deduction will result from the use of any other type of cover.
4. The Health and Safety Committee must document at least one regular meeting a month during the school year with minutes that show the progress of the projects.
5. The entry will verify all activities from the time the Health and Safety Committee first meets, until the projects are completed. A single project may cover an entire school year, or it may be a short-term project. All articles and materials must be dated. There must be proof or evidence of the activities represented. All projects must be conducted within SkillsUSA sponsorship.
6. Points will be awarded only for committee activities that were accomplished during the year in which a chapter enters. No news articles, picture or other materials dated or acquired prior to that year may be used.
7. The entry will be organized in the following sequence:
- a. Title Page
 - 1. Name of school
 - 2. Name of state
 - 3. Names of the Health and Safety Committee members
 - 4. High school or college/technical chapter
 - b. Table of Contents with page numbers
 - c. Calendar of events including dates of committee meetings
 - d. Introduction
 - 1. A description of how and why your chapter(s) decided that health and/or safety was to be included in your yearly program of work
 - 2. Documentation as to how the specific areas of health and/or safety were selected for emphasis
 - e. Minutes of all official chapter business meetings that set the stage and gave direction or supported your projects
 - f. Health and/or safety projects

Project Categories

There must be a total of four health and/or safety projects, which must be selected from the five categories listed below. Two projects may be selected from one category with at least three different categories used. Failure to cover at least three categories will result in disqualification. Each project must be identified by the category name.

- 1. Shop/Laboratory Health and Safety Survey:
 - The survey form in the contest rules and regulations may be used, or a customized survey prepared to fit a chapter's specific needs may be used. A customized survey form must be as comprehensive as the given form.
 - a. Describe all aspects of implementing the survey, including planning, conducting the survey and final reporting.
 - b. Describe any action taken as a result of identifying possible hazards as shown on the survey.

- c. A separate survey and description must be completed for each occupational area covered.
2. Machine and Equipment Safety:
Describe in detail the safety instruction provided in a selected shop/laboratory regarding the operation of all power machines and equipment as well as general safety instruction. Included in the description should be the demonstrations, copies of safety rules, listing of audiovisual materials used and other pertinent information.
3. Workplace Inspection:
 - a. Visit a workplace to learn firsthand the degree of health and safety measures of employers and employees.
 - b. Compare the health and safety concepts taught in the classroom to those encountered in the work place. Describe in detail the planning, site visit and general observations regarding health and safety practiced at the work place.
4. Specialized Health and Safety Project:
 - a. Develop a health and/or safety project chosen from the following categories. Document all activities involved in the project.
 1. Safety in lifting and moving heavy objects
 2. Heat stress and occupational respiratory protection
 3. Indoor air pollution safety
 4. Industrial hygiene
 5. Industrial protective clothing
 6. Occupational vehicle driving
 7. Plant/school building safety
5. Other:
Other industrial or occupational health and safety concerns as identified by the chapter safety committee
6. Students must distinguish which category each of their projects are in

Project Criteria

1. Project Planning:
Describe how interest was generated within your chapter for the specific safety project. Why was the project selected, or what was the need? Describe the steps the Health and Safety Committee followed to plan the project.
2. Scope of Activities:
The project should be documented in such a way that it would tell a complete story if removed from the scrapbook. All news articles, announcements, photographs, official letters and other evidence that substantiates the project should be included

and dated. Identify the committee members and all others who actually participated in the project. The amount of work and time that goes into a project will be considered when evaluating it.

3. Committee Minutes:
All Health and Safety Committee minutes related to the project should be included in each project. It may be necessary to duplicate the minutes if more than one project is discussed at a meeting. One meeting each month is required; however, short-term projects may not be discussed at each meeting. Be sure that the minutes are dated.
4. Results Achieved:
Describe and document the full impact that the project had on individuals, schools, businesses, industry and the community in general as appropriate to the project participated in the project. Report positive and negative (if any) outcomes of the project.
5. Layout/Presentation:
Neatness, clarity, organization and presentation of material will be evaluated. Errors in spelling, punctuation and grammar will result in a reduction of points.
6. Interview:
Up to three students on the Health and Safety Committee whose name appears on the title page of the scrapbook will be interviewed by a panel of judges. The contestant will be asked questions pertaining to the scrapbook projects. The student must submit a one-page, typewritten résumé to the national technical committee along with the notebook entry.

Standards and Competencies

OHSS 1.0 — Identify and conduct four health and/or safety projects planned by a special health and safety committee

- 1.1 Evaluate potential success of project prior to planning
- 1.2 Identify appropriate projects for your committee

OHSS 2.0 — Design a scrapbook that displays four health and/or safety projects completed by the chapter

- 2.1 Document all safety committee activities in the safety committee reports.
- 2.2 Date all material and articles.
- 2.3 Describe how interest was generated within the chapter for the specific safety project.
- 2.4 Explain why the specific safety project was selected.

- 2.5 List the steps the health and safety committee followed to plan the project.
- 2.6 Document at least one regular meeting a month during the school year with minutes that show the progress of the projects (meeting of the health and safety committee).

OHSS 3.0 — Organize a scrapbook according to contest guidelines

- 3.1 Create and utilize a title page.
- 3.2 Design a table of contents with page numbers.
- 3.3 Include a calendar of events of all chapter activities with dates of safety committee meetings and activities.
- 3.4 Write an introduction.
 - 3.4.1 Describe how and why your chapter decided that health and/or safety was to be included in your yearly program of work.
 - 3.4.2 Document how the specific areas of health and/or safety were selected for emphasis.
- 3.5 Include minutes of all official chapter business meetings (not safety committee minutes) that set the stage and provide direction or support for the safety projects.
- 3.6 Identify and describe each completed project.
 - 3.6.1 Describe why each project was selected/what was the need.
 - 3.6.2 Describe in detail how interest was generated within your chapter/chapters for each safety project.
 - 3.6.3 Describe the steps the health and safety committee followed to plan the project.
 - 3.6.4 Document the activities that took place to implement the safety project.
 - 3.6.5 Include news articles, announcements, photographs, official letters, and other evidence that substantiates the activities involved in the project.
 - 3.6.6 Identify all committee members and other individuals who participated in the safety project.
 - 3.6.7 Include related committee meeting minutes
 - 3.6.8 Describe and document in detail the full impact that the project had on individuals, programs, schools or others.

- 3.6.9 Report on the impact, if any, that the project had on improving safety attitudes or behavior.
- 3.6.10 Present follow-up data, if possible, documenting the change in safety attitudes or behavior.

- 3.7 Use principles of effective layout and presentation
 - 3.7.1 Present information in a way that facilitates clarity, ease of understanding, organization, neatness and overall presentation of the materials.
 - 3.7.2 Use proper spelling, grammar and punctuation.

OHSS 4.0 — Complete an interview that meets work force development guidelines

- 4.1 Introduce self professionally.
- 4.2 Display good posture and appropriate dress and grooming.
- 4.3 Demonstrate knowledge of the safety projects presented in the scrapbook.
- 4.4 Respond to four to six questions from the judging panel.
- 4.5 Provide examples of health and safety activities not presented in the scrapbook.
- 4.6 Discuss strengths and weaknesses of the chapter's health and safety initiatives.

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

None Identified

Science Skills

None Identified

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of verbal communication skills: word choice, pitch, feeling, tone and voice
- Demonstrate use of nonverbal communication skills: eye contact, posture and gestures using interviewing techniques to gain information
- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- Identify words and phrases that signal an author's organizational pattern to aid comprehension

- Understand source, viewpoint and purpose of texts
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

None Identified

Source: NCTM Principles and Standards for School Mathematics. To view high school standards, visit: standards.nctm.org/document/chapter7/index.html/. Select "Standards" from menu.

Science Standards

- Understands relationships among organisms and their physical environment
- Understands the structure and properties of matter
- Understands the sources and properties of energy
- Understands the nature of scientific knowledge
- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: www.mcrel.org/standards-benchmarks/.

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts

- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts and people) to communicate their discoveries in ways that suit their purpose and audience
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks and video) to gather and synthesize information and to create and communicate knowledge
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.readwritethink.org/standards/index.html.

CONTEST SCORECARD

Items Evaluated	Possible Points
Title Page, Table of Contents	50
Introduction	50
Minutes	50
Project No.1	200
Project No. 2	200
Project No. 3	200
Project No. 4	200
Interview	50
Sub Total	1,000
Résumé Penalty	_____
Too Many Pages Penalty	_____
TOTAL	_____

Note: Students must download the score sheet posted on the SkillsUSA Web site at skillsusa.org/compete/updates.shtml. Students must type their school name and signify whether they are submitting a single or multiple notebook. The form must be submitted with the notebook at check-in.